

## TRAINING TODAY'S BOYS AND GIRLS

Professor Asks for a Scientific Method of Punishment.

### EFFICIENCY EXPERT REPLIES

But His Plan of Correcting the Child by the "Automatic, Reflex Method of Nature" Won't Always Work.

By SIDONIE M. GRUENBERG.

A professor in a southern city, who is evidently not a specialist on children, writes to an "efficiency expert" for information on the "scientific method of punishing a child for misdemeanors, such as theft, falsehood and disobedience." He asks rather pathetically, "Is there no sane middle course between the old-fashioned whipping and the new-fangled, spineless idea of nonpunishment that makes the typical American child either a mollycoddle or a bully, according to temperament?"

The expert replies by laying down a principle: "The right way to correct a child is by the automatic, reflex method of nature. Every violation of natural law carries with it a natural penalty, which, through pain, disgust or deprivation, teaches the wrongdoer not to repeat his mistake. . . . Each parental rule should be based on some natural law, and the natural penalty for transgression should be discovered and applied."

Now there is just enough truth in this reply to make it sound right; and there is just enough error in it to make it misleading or dangerous. It is true that the child learns from his mistakes, that every unpleasant experience teaches the lesson, "Don't do that again." This is a "natural law," and the application consists in establishing unpleasant associations between the actions we disapprove and certain consequences. This is the obverse of the principle of "rewards," namely, establishing pleasant associations with the approved acts.

But the fallacy in the alleged principle is brought out by the expert's own illustration of how he would apply it. He asks us to suppose that a boy, having been told not to eat between meals, disobeys the parental injunction and is seized with an attack of cramps. The way to enforce obedience, says the expert, is "not by administering pain killer inside and a switch outside—the usual inefficient method," but by allowing the transgressor to suffer the "natural consequences" of his misdeed, with frequent reminders that he is getting what he deserves for his disobedience. He recommends also a harmless bitter "medicine" to add to the child's disgust, in order to "intensify nature's method of discipline." "No coddling, no chastising, but the immediate linking of cause and effect in the mind of the child, and the natural revulsion from a deed that produces physical or mental pain; this describes in brief the efficiency plan of juvenile correction."

To every experienced mother two thoughts will instantly occur. Suppose the lad disobeys and gets away without any cramp—having fortunately a tough digestive system? And suppose, as sometimes happens, that a



A Harmless Bitter "Medicine" to Add to the Child's Disgust.

child of the angelic, obedient kind gets a violent cramp? One is tempted to ask whether the expert knows any children, and whether he has tried out the methods he recommends. It would take a child of an unusually docile and pliant mind to accept the doctrine that the pain was the consequence of disobedience, and a child as soft as that is really no problem at all.

If we are concerned, in the supposed case, with teaching the child to refrain from food between meals, we should see that he has plenty of wholesome food for each meal, and that the meals come with sufficient frequency. We should see to it that he is spared the temptation to eat when he should not eat, and we should cultivate in him an effective faith in our judgment as to the best time for eating. But if we are concerned with making the child obey the proposed method will be equally ineffective—or "inefficient," if you like. For the only lesson that a normal boy can get from the association between disobedience and "punishment" is the lesson to avoid getting caught.

If we extend the principle of natural penalties a little further we may see its futility or even its viciousness. The child that disobeys the order not to cross the crowded street alone meets the "natural" consequences of a direct

physical altercation with an automobile. Undoubtedly the lesson is well learned, but it is much more expensive than it need have been. The boys who swim out beyond their depth have a variety of opportunities to "learn." If one of them loses his head and drowns he has but reaped the natural reward of disobedience. If another loses his head, but is saved by a strong companion, he is thoroughly scared, and also learns a valuable lesson. If the third, in the face of danger, musters all his moral forces and calmly floats until rescued, he has learned the best lesson of all. Does it follow therefore that we should give our orders and let the children obey or not, trusting to the "natural consequences" to teach them wisdom?

The efficiency man is right when he says that we should concern ourselves more with correction and discipline than with punishment, and we must be sure that the distinction we make is more than verbal. There is a sane course that avoids the brutal and indiscriminate whip, as well as the other extreme of letting "nature take her course," and that sane course is certainly not to depend upon "natural" penalties.

The fact is that there can be no fixed rules for the discipline of children. Every offense is a new situation; every child presents a peculiar combination of problems. Our method of correcting will be influenced by our attitude toward the child—whether we seek to impose our own more or less arbitrary scheme of retributive justice. But if we are sure that we



Consider the Motive and the Temptation Rather Than the Consequences.

are seeking the child's own good in our discipline, and not merely giving relief to our feelings, these few suggestions ought to prove helpful:

Never punish a child in anger.

Consider the motive and the temptations rather than the consequence of a deed.

Condemn the misdeed, but not the child.

Make sure that the child understands exactly the offense with which he is charged.

Make sure that the child sees the connection between the offense and the penalty that is imposed.

Never administer excessive or unusual punishment.

Never exaggerate the magnitude of a child's offense.

### PARROT GIVES FIRE ALARM

Cry of "Fire" Brings Help and Saves the Building From Destruction.

The parrot owned by J. H. Webster bears out the claim of its owner that it is "some bird." It undoubtedly prevented the building owned by Freeman Rogers, and used to store yacht supplies, from entire destruction by fire.

Seeing the blaze coming from the windows of the loft, the bird, which had for a few days been on the house-bout of Mr. Webster in the vicinity of the shop, called vehemently for help. Cries of "fire" being heard by workmen nearby, they looked about to see what had so excited Polly.

The fire was discovered, and with some trouble extinguished. Mr. Rogers has the bird to thank that his place of business was not wiped out completely.—Nonak (Conn.) Dispatch New York Herald.

### Up to Them.

Little James, aged six, had been taught to pray each night for all his relatives and friends, and consequently the list had grown quite large. So one night, when it came time for the customary prayers, he refused to say them.

"Well, well, James!" said his mother, "why don't you say them? All good little boys say their prayers."

"Yes, but I'm too tired."

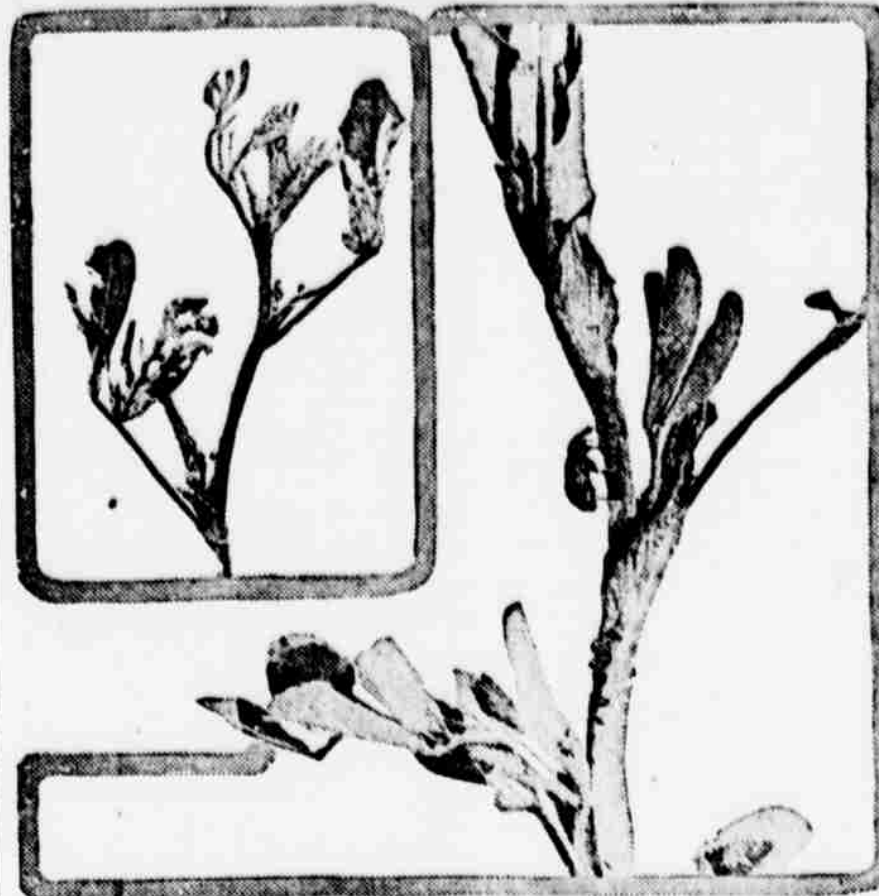
"Oh, my, that's no excuse. Come now; that's a good boy."

"Well," relented James, "I guess I'll have to. But, anyhow, I'm not going to pray for everybody. I'm going to cut a lot of 'em out. Some of 'em will have to save themselves."—Tombigbee Clarion.

### Curious Basque Language.

It is said that though the Basque language, which is spoken in the Pyrenees, is one of the most difficult of all languages to acquire, the youngest child conscious of his own thought, can express himself perfectly in it. It is averred that, in vigor and word-painting, this is the richest of all languages. This may be partly due to the fact that nouns, pronouns and adjectives change into verbs at will, and verbs may be transformed into nouns and adjectives. Every part of speech, and even the letters of the alphabet, can be declined like nouns, and adjectives are conjugated like verbs.

## ALFALFA WEEVIL SEEKS NEW TERRITORY



WORK OF LARVAE—ALFALFA WEEVIL, ENLARGED.

(Prepared by the United States Department of Agriculture.)

The alfalfa weevil, which, since its accidental introduction into the United States in 1904, has been confined to alfalfa fields in the great basin of the West, has now spread beyond the limits of this natural division and is advancing so steadily, in spite of efforts made to combat its movement, that entomologists of the United States department of agriculture fear that sooner or later every section of the country will be invaded by the pest. The spread of the weevil outside the great basin has been north into portions of Idaho lying in the Snake river drainage system and south into portions of Utah lying southwest of the continental divide. Though entomologists of the department look on the spread of the weevil across the continental divide as denoting the passing of a landmark rather than as the surmounting of a barrier, they point out that the pest is, nevertheless, many miles nearer to important alfalfa-growing districts which have hitherto felt safe from attacks by the insect.

### Description of Weevil.

A description of the alfalfa weevil and method of combating its ravages are contained in a new publication of the United States department of agriculture, Farmers' Bulletin 741. The spread of the pest has, as a matter of fact, been slower than was at one time feared, but its progress has been steady. In Utah and in small portions



Spray Pump in Use.

of Idaho and Wyoming, where it now exists, it has caused at times a loss of 50 per cent of the first cutting of alfalfa and a total loss of the second cutting.

In order that farmers in those sections in which the weevil has not yet appeared may be able to recognize the pest and to protect their crops from it, the bulletin already mentioned contains details of its habits and of its appearance in the various life stages. The weevil is most easily discovered in the form of the full-grown larva. It is then a green wormlike creature one-fourth of an inch long with a black head and a faint white stripe down the middle of the back. It feeds upon the leaves of the alfalfa mainly during late May, June and early July and may be found by sweeping the tops of the plants with an insect net or by looking for the notches in the leaves where it has fed. When the larvae are numerous they destroy most of the tender growth and cause the tops to appear white, making the field look as if frostbitten when viewed from a distance.

The adult insect is an oval, brown beetle three-sixteenths of an inch long, with a prominent snout. Its color frequently is nearly black. This beetle is harder to discover than the larva, but, on the other hand, it is present in the field the whole year around. In winter it can be found by digging around the crowns and roots of alfalfa plants.

### Control Measures.

The alfalfa weevil does not hibernate definitely. When the weather is cool the adults are quiet, but with warmer temperatures they quickly resume their activities. Egg laying begins in early spring, and is usually ended by June 10. One efficacious method of controlling the pest, therefore, is to destroy the eggs by pasturing the first crop up to that time. A similar result may be obtained by cutting the alfalfa green and feeding it as a soiling crop.

If this is not done the larvae hatch in large numbers about the last week of May or earlier, and eat the alfalfa leaves so rapidly that the plant is unable to outgrow the injury. After the

field is cut the larvae which have been feeding upon the first crop gather upon the buds of the stubble and frequently consume all of the second crop. By that time most of the insects have completed their growing period and have gone into the pupal or resting stage. The later growth of the crop, therefore, does not suffer from them.

To protect the crop pasturing, it has been said, is effective in the early part of the season. The field should be divided into two or three lots and each lot should be pastured alternately, the animals being left in it until the alfalfa has been eaten down close to the ground. The number and size of the lots should be proportioned to the producing power of the field and the number of animals to be pastured, so that each lot may be grazed about once in two weeks. Pasturing should be continued until most of the weevil eggs have been laid, which, in practice, means a little later than the usual cutting time of the first crop. This method has the additional advantage of providing an economical method of fattening live stock. Combined with the proper feed of grain, alfalfa pasture is excellent for putting on weight and it is said that many farmers would probably be more profitable if their management centered about the pasturing of stock on alfalfa with the growing of enough other crops to provide grain and forage throughout the year.

If the weevils are not killed early in the year they may be destroyed after the first crop has been removed by getting rid of all the vegetation in the field, crushing the clods, and filling the cracks so as to expose the entire surface to the sun. This is best done by covering the field with a dust mulch, the dust being an additional means of killing weevils. Success obviously depends upon doing the work when the ground is dry and the weather warm and bright.

The second crop may also be protected by spraying the stubble. Spraying may also be resorted to in the spring. From 50 to 100 gallons per acre of a mixture of arsenite of zinc and water in the proportion of 4 ounces of powder to 100 gallons are used for this purpose. The apparatus best suited for alfalfa spraying is described in detail in the bulletin already mentioned. Still another recommendation made in this bulletin is the stimulation of the growth of the alfalfa by cultivating the field in the spring. This does not destroy the weevils but it serves to produce a larger and earlier yield when their attacks make early cutting necessary.

Up to the present, however, more farmers are concerned with preventing the alfalfa weevil reaching their fields than they are with controlling it in them. No one knows exactly how the weevils spread, but certain facts in regard to this matter have been ascertained. It is known, for example, that the insects are often found in green alfalfa fresh from the field and in second-crop hay and among potatoes which have been in contact with it. They are found also in cured alfalfa hay, especially that of the second cutting. Potatoes often are hauled in cars upon a bedding of green alfalfa hay and there is danger that the weevil may be transported in this way. On the other hand, however, there is no evidence to show that the weevil spreads more rapidly along railroads than elsewhere.

### CARE OF INCUBATOR CHICKS

Favorable Temperature and Bits of Shell Are Just Adapted to Help Disease Germs.

Did you ever think that an incubator incubates disease germs as well as chicks? The favorable temperature, bits of shell, and moisture from the hatching chicks are just adapted to help germs of disease to develop and multiply when they gain access to the incubator. Always wash the hands after handling ailing chicks or poultry of any kind before turning the eggs or handling chicks in the incubator. Also disinfect the incubator throughout after every hatch.

## INTERNATIONAL SUNDAY SCHOOL LESSON

(By E. O. SELLERS, Acting Director of the Sunday School Course of the Moody Bible Institute, Chicago.)  
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### LESSON FOR SEPTEMBER 24

#### REVIEW.

READING LESSON—II Cor. 4:1-4.  
GOLDEN TEXT—We look not at the things which are seen, but at the things which are not seen; for the things which are seen are temporal, but the things which are not seen are eternal—II Cor. 4:18.

A map is essential to an understanding of Paul's labors and adventures—especially a present-day map, with its modern names of the places which he visited. It should be used in teaching this lesson, and New Testament history generally.

It will cause the lessons to relate themselves more closely to the world as we now know it. During the past quarter they have extended over a period of about seven years, from approximately A. D. 50 to 57, and are all centered about the life and teaching of Paul. It is difficult to attempt a logical review. A number of lessons have been introduced from the letters of Paul, which are not chronological in the development of the church. It might be well, perhaps, to consider first the leading events in the life of Paul, and second the prominent characteristics of Paul's life as we have had them presented to us, and also to consider six of the cities in which Paul founded churches in Europe, studying their modern names and conditions and looking into the difficulties and dangers which he encountered. In Lesson One we have the record of Paul's untiring activity, and his persistent use of the Scriptures. Every one of his sermons was confirmed by the Word of God. Lesson Two presents his interest in those who were converted in his ministry; also a suggestion as to his unceasing prayerfulness on their behalf. Lesson Three presents his tact and wisdom in preaching the Risen Christ, and his emphasis upon the need of repentance. Lesson Four gives a suggestion of his untiring activity in the midst of great discouragement and in the face of bitter opposition. Lesson Five reveals his persistent determination to know and to preach nothing save Jesus Christ and him crucified. Lesson Six is Paul's paenegyric on love as the supreme gift. Lesson Seven is an exposition of the duty and blessedness of cheerful giving. In it is given a new benediction of Jesus, "It is more blessed to give than to receive," which is nowhere else recorded. Lesson Eight, another suggestion as to his courage. Lesson Nine emphasizes humility, compassionate love and a fearless declaration of the whole counsel of God. Lesson Ten presents his forgetfulness of himself and his eagerness to preach Christ even when threatened by an unrestrained mob. Lesson Twelve again presents his forgetfulness of himself, and his eager seizing of every possible opportunity to preach the Lord Jesus.

Turning to the cities that Paul visited, we first encounter Philippi (now in ruins). This is the first city in Europe where there was a Christian church, and it was one which Paul especially loved. Though he was driven from it by a mob, and escaped by means of an angel, yet his letter to that church is a revelation of his feeling toward his first European congregation. Thessalonica, the modern Saloniki in Macedonia, formerly belonged to the Turkish empire in Europe. Here Paul founded a church, consisting of Jews and Greeks. Paul is accused of turning the world upside down, and teaching Jesus to be the Christian's king. For this he was accused of treason against Rome. Two epistles were written to the church in which he does not record any fault-finding. This church has been called the "Church Beautiful." Athens was then, as now, the chief city of Greece, and one of the three most renowned cities in the history of the world. Paul's famous address on Mars hill was treated with great indifference. His stay was short, and never afterwards do we find him showing forth his learning, but ever after he expresses his determination to know nothing save "Jesus Christ and him crucified." (I Cor. 2:1, 2.) Corinth was a great commercial city. At present the original site is in ruins, but the new Corinth has been built three miles away, and is today a city of approximately 15,000 population. Paul spent a year and a half here, preaching and teaching, and supplemented this with a period of three months of service. It was a worldly and wicked city, and yet Paul here founded his largest church, converted from heathenism.

During this time we have the story of the burning of the books of magic, of the silver shrine of Diana, and of the Ephesian riot which compelled Paul to leave the city. Paul afterwards revisited the churches he had founded in Europe and about 62 A. D. wrote a letter to the Ephesian churches, some six years after he left them, and while he was a prisoner in Rome. The journey to Jerusalem, starting from Philippi (now in ruins) where Luke joined Paul with the Gentile church's collection for the poor, is the concluding portion of our lesson.

## GIRL COULD NOT WORK

How She Was Relieved from Pain by Lydia E. Pinkham's Vegetable Compound.

Taunton, Mass.—"I had pains in both sides and when my periods came I had to stay at home from work and suffer a long time. One day a woman came to our house and asked my mother why I was suffering. Mother told her that I suffered every month and she said, 'Why don't you buy a bottle of Lydia E. Pinkham's Vegetable Compound?' My mother bought it and the next month I was so well that I worked all the month without staying at home a day. I am in good health now and have told lots of girls about it."—Miss CLARICE MORIN, 22 Russell Street, Taunton, Mass.



Thousands of girls suffer in silence every month rather than consult a physician. If girls who are troubled with painful or irregular periods, backache, headache, dragging-down sensations, fainting spells or indigestion would take Lydia E. Pinkham's Vegetable Compound, a safe and pure remedy made from roots and herbs, much suffering might be avoided.

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### NEW FOOTWEAR FOR ARMY

Improved Shoe Model Will Be Heralded for Service in Mexico.

The war department appointed a shoe commission in 1912 to design a model embodying the best points of all the army shoes, surpassing them, if possible. The shoe which was adopted was of good materials, well made on a rational last designed by the department. The interior is perfectly smooth, with heel broad and low and sole moderately thick. The arch is flexible and without metal shank or other stiffening. Eyelets are used rather than hooks. The shoe reaches but little above the ankle; it is wide across the ball of the foot and has a high toe cap. It is comfortable, neat looking, light in weight and easily removed or put on.

As soon as the soldiers wear out the shoes of the type which they are now using on the border they will be refitted with the new type which the government has ordered, says a writer in the Outlook. The newest shoe is hob-nailed and weighs three pounds seven ounces. It has been adopted for Mexican service because the present type has not worn well in mountain climbing and has been readily cut up by the mauls and rocks in Mexico. The shoe is similar to that in use in the Italian army.

Whether this model will be permanently adopted is open to considerable doubt. The weight of the shoes and the stiffness of the leather used detract from the comfort of it. It has some disadvantages, therefore, but the severe usage in Mexico made it desirable to give this type a thorough try-out in regular service.

Fish about in the Everglades.

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